Communities That Care

Training of Coordinators

Next Steps

Participant's Guide

Module 7

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Module 7 goal

◯ Communities That Care

Identify the next steps the Coordinator will take in his or her community to support the *Communities That Care* process.

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Objective

Communities That Care

Participants will be able to:

Begin supporting a community in the *Communities That Care* process.
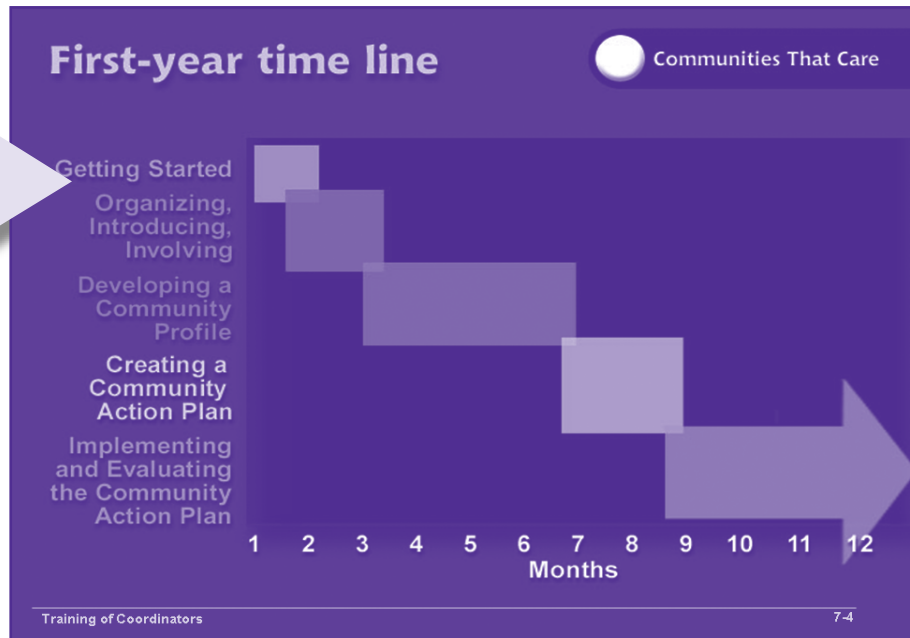
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First-year time line — Communities That Care

Getting Started
Organizing, Introducing, Involving
Developing a Community Profile
Creating a Community Action Plan
Implementing and Evaluating the Community Action Plan

1 2 3 4 5 6 7 8 9 10 11 12
Months

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Coming into the process

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The Coordinator will need to determine:

- where the community is in the process and what actions have already been taken

- what work needs to be done in order for him or her to catch up to where the community is in the process.

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Activity:
Coordinator preparation

● Communities That Care

- Turn to the Coordinator Preparation Worksheet.

- Answer as many questions as possible.

- Save the worksheet for future use.

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Coordinator Preparation Worksheet

1. Where my community currently is in the *Communities That Care* process (examples: finished with Phase One, already begun Phase Two, etc.):

_____

_____

2. The point at which I came into the process as Coordinator:

_____

_____

3a. Work I need to do in order to catch up (examples: get a list of Key Leaders and Community Board members, get a copy of the readiness survey, etc.):

_____

_____

_____

_____

_____

3b. Who can help me with this work:

_____

_____

_____

_____

_____

4. What work has been completed so far that I will need to collect? (examples: the community readiness survey from *Tools for Community Leaders,* the Key Leader Commitment Forms from the Key Leader Orientation, etc.)

_____

_____

_____

5. The next step for my community is (examples: the community will be doing the Community Board Orientation, Key Leader Orientation, etc.):

_____

_____

6. How long will it take me to get up to speed on the community's progress?

_____

_____

7. What I'll need to do to prepare for this next step (examples: review the decisions made in Phase One, contact the Champion and go through pre-training preparations before the Community Board Orientation, etc.):

_____

_____

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Milestones and benchmarks

Communities That Care

Check off the milestones and benchmarks the community has met.

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Optional activity: Developing a time line

Include dates for:

- the next training event that is scheduled for the community

- upcoming conferences and community events

- other key Community Board activities.

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Community Planning Time Line

JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC

Major actions/events

Thought for the day

Communities That Care

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"Never doubt that a small group of thoughtful, committed citizens can change the world."

Margaret Mead

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Notes

Appendix 1:

Further Reading

Appendix 1

Further Reading

Catalano, R. F., Arthur, M. W., Hawkins, J. D., Berglund, L., & Olson, J. J. (1998). Comprehensive community- and school-based interventions to prevent antisocial behavior. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 248-283). Thousand Oaks, CA: Sage Publications.

Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York: Cambridge University Press.

Covey, S. (1989). *7 habits of highly effective people.* New York: Simon and Schuster.

Hawkins, J. D. (1999). Preventing crime and violence through *Communities That Care. European Journal on Criminal Policy and Research,* 7, 443-458.

Hawkins, J. D., & Catalano, R. F. (1992). *Communities That Care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.

Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin, 112* (1), 64-105.

Hawkins, J. D., Catalano, R. F., Morrison, D. M., O'Donnell, J., Abbott, R., & Day, L. E. (1992). The Seattle Social Development Project: Effects of the first four years on protective factors and problem behaviors. In J. McCord & R. E. Tremblay (Eds.), *Preventing antisocial behavior: Interventions from birth through adolescence* (pp. 139-161). New York: Guilford Press.

Margolis, F., & Swan, B. (1999). *The trainer's handbook for participative learning.* Amherst, MA: HRD Press.

Mina, E. (2002). *The business meeting sourcebook: A practical guide to better meetings and shared decision making.* New York: AMACOM.

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Appendix 2:

Communities That Care Milestones and Benchmarks Checklist

Milestones and Benchmarks

Phase One: Getting Started

Milestones	Benchmarks
☐ Organize the community to begin the *Communities That Care* process.	☐ Designate a single point of contact to act as a catalyst for the process.
	☐ Identify a Champion (a community leader) to guide the process.
	☐ Inventory existing community services addressing youth and family issues.
	☐ Identify a lead agency committed to supporting the project.
	☐ Secure a Coordinator (to work at least half time).
	☐ Form a core work group to activate the process.
	☐ Develop a roster of Key Leaders to involve in the process.
	☐ Prepare an initial work plan and time line for getting started.
	☐ Identify and secure the resources needed to get started.
☐ Define the scope of the prevention effort.	☐ Define key aspects:
	☐ Define the community to be organized.
	☐ Identify the health and behavior issues to be addressed.
	☐ Agree on what is involved in the "prevention" response.
	☐ Identify legislative/funding supports or constraints.
	☐ Agree on the Community Board's role.
	☐ Begin to define how the Community Board will operate in the community.
	☐ Summarize issues related to the key aspects.
	☐ Develop an action plan to address outstanding issues related to the key aspects.

Milestones and Benchmarks

Milestones	Benchmarks
☐ Identify community readiness issues.	☐ Investigate community readiness issues.
	☐ Ensure agreement on issues to be addressed.
	☐ Ensure that community members have a common definition of "prevention."
	☐ Ensure that the community values collaboration.
	☐ Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach.
	☐ Obtain school district support for the *Communities That Care Youth Survey.* Administer the survey as early as possible.
	☐ Plan for coordination among existing initiatives and planning efforts.
	☐ Identify community stakeholders.
	☐ Identify other community readiness issues.
☐ Analyze and address community readiness issues, or develop a plan for addressing them.	☐ Analyze outstanding community readiness issues.
	☐ Address "show-stopper" issues (critical to moving forward).
	☐ Develop an action plan for addressing outstanding community readiness issues.
☐ The community is ready to move to Phase Two: Organizing, Introducing, Involving.	☐ Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving.
	☐ Identify and secure the resources needed for Phase Two.

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
☐ Engage Key Leaders (positional and informal).	☐ Hold the Key Leader Orientation.
	☐ Obtain formal Key Leader commitment.
	☐ Identify the role of Key Leaders.
	☐ Identify a Key Leader Board (a core group of Key Leaders).
	☐ Develop a plan for communication between the Community Board and Key Leaders.
	☐ Solicit Key Leader input on potential Community Board members.
	☐ Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.
☐ Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	☐ Identify and recruit a diverse, representational group of potential Community Board members.
	☐ Hold the Community Board Orientation.
	☐ Ensure that Community Board members understand their roles and responsibilities.
	☐ Establish an organizational structure (including leadership roles and committee and/or work-group structures).
	☐ Define the Community Board's relationship with other coalitions and collaboratives.
	☐ Develop a formal method of communication among the Coordinator, Community Board members and the Key Leader Board.
	☐ Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.
	☐ Develop a documentation mechanism for the *Communities That Care* process.

Milestones and Benchmarks

Milestones	Benchmarks
☐ Educate and involve the community in the *Communities That Care* process.	☐ Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.
	☐ Inform community members of the *Communities That Care* process.
	☐ Develop mechanisms for involving community members.
	☐ Create a plan for involving youth.
	☐ Ensure that the Community Board has developed a process for ongoing communication with the community.
	☐ Develop an orientation mechanism for new Key Leaders and Community Board members.
☐ The community is ready to move to Phase Three: Developing a Community Profile.	☐ Create an initial work plan and time line for Phase Three: Developing a Community Profile.
	☐ Identify and secure the resources needed for Phase Three.

Milestones and Benchmarks

Phase Three: Developing a Community Profile

Milestones	Benchmarks
☐ The Community Board has the capacity to conduct a community assessment and prioritization.	☐ Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis.
	☐ Hold the Community Assessment Training.
	☐ Ensure that the work group has the appropriate skills and expertise.
	☐ Develop a work plan and time line for data collection and analysis.
	☐ Identify and secure the resources needed for the assessment process.
☐ Collect community assessment information and prepare it for prioritization.	☐ Ensure that the *Communities That Care Youth Survey* has been conducted.
	☐ Collect archival data as needed to supplement the *Communities That Care Youth Survey*.
	☐ Prepare the *Communities That Care Youth Survey* and archival data for prioritization.
☐ Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.	☐ Identify populations with high levels of risk and low levels of protection.
	☐ Identify geographic areas with high levels of risk and low levels of protection.

Milestones and Benchmarks

Milestones	Benchmarks
☐ Identify priority risk and protective factors.	☐ Decide who will be involved in the prioritization process.
	☐ Identify priority risk and protective factors.
	☐ Brief Key Leaders on the community assessment results.
	☐ Prepare and distribute the Community Assessment Report.
☐ Conduct a resources assessment and gaps analysis.	☐ Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis.
	☐ Involve service providers and other youth service agencies in the resources assessment.
	☐ Hold the Community Resources Assessment Training.
	☐ Identify and assess existing policies, programs and practices that address the priority risk and protective factors.
	☐ Identify gaps in services.
	☐ Brief Key Leaders on the resources assessment and gaps analysis results.
	☐ Prepare and distribute the Resources Assessment Report.
☐ The community is ready to move to Phase Four: Creating a Community Action Plan.	☐ Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan.
	☐ Identify and secure the resources needed for Phase Four.

Milestones and Benchmarks

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
☐ The Community Board has the capacity to create a focused Community Action Plan.	☐ Hold the Community Planning Training.
	☐ Ensure that the Community Board has the necessary skills and expertise to support plan development.
	☐ Engage all stakeholders whose support is required to implement the plan.
	☐ Create appropriate work groups to support plan development.
	☐ Develop a work plan and time line for plan creation.
	☐ Identify and secure the resources needed for plan development.
☐ Specify the desired outcomes of the plan, based on the community assessment data.	☐ Specify desired outcomes (long-term goals) for youth development.
	☐ Specify desired outcomes for risk and protective factors.
☐ Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	☐ Specify the population or geographic area to be addressed.
	☐ Investigate tested, effective programs, policies and practices for each priority risk and protective factor.
	☐ Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices.
	☐ Select tested, effective programs, policies or practices for each priority risk and protective factor.
	☐ Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation.
	☐ Identify desired participant and implementation outcomes for each program, policy or practice.

Milestones and Benchmarks

Milestones	Benchmarks
☐ Develop implementation plans for each program, policy or practice selected.	☐ Develop preliminary tasks, a time line and a budget for each new program, policy or practice.
	☐ Identify training and/or technical assistance needed for each new program, policy or practice.
	☐ Identify the resources needed to implement each new program, policy or practice.
	☐ Identify potential funding sources and allocation strategies for each program, policy or practice.
	☐ Involve youth in implementation planning as appropriate.
☐ Develop an evaluation plan.	☐ Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the *Communities That Care Youth Survey* to measure progress.
	☐ Develop a work plan and time line for the collection of participant and implementation outcome data for each new program, policy or practice.
☐ Develop a written Community Action Plan.	☐ Ensure that Key Leaders, Community Board members and community members endorse the plan.
	☐ Distribute the plan throughout the community.
☐ The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	☐ Develop an initial work plan and time line for Phase Five: Implementing and Evaluating the Community Action Plan.
	☐ Identify and secure the resources needed for Phase Five.

Milestones and Benchmarks

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones	Benchmarks
☐ Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.	☐ Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.
	☐ Develop collaborative agreements with implementing organizations and providers.
	☐ Hold the Community Plan Implementation Training.
	☐ Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.
	☐ Develop appropriate committees or work groups to support plan implementation and evaluation.
	☐ Engage and orient new Key Leaders, Community Board members and stakeholders to the *Communities That Care* process.
	☐ Establish partnerships with outside evaluators as needed.
☐ Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.	☐ Ensure that implementers have received the necessary training and technical assistance.
	☐ Ensure that funding has been acquired to support the implementation of each new program, policy or practice.
☐ Implement new programs, policies and practices with fidelity.	☐ Ensure that implementers have the necessary skills and tools to measure implementation fidelity.
	☐ Ensure that the program, policy or practice reaches the targeted population.
	☐ Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.
	☐ Ensure that the program, policy or practice achieves the desired participant and implementation outcomes.

Milestones and Benchmarks

Milestones	Benchmarks
☐ Conduct program-level evaluations at least annually.	☐ Measure participant and implementation outcomes.
	☐ Collect baseline, mid- and post-project evaluation data.
	☐ Refine programs, policies and practices based on the data.
☐ Conduct community-level assessments at least every two years.	☐ Ensure that the Key Leader Board and Community Board review the plan every year.
	☐ Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the *Communities That Care Youth Survey*, for example, can assist this review.
	☐ Refine the plan based on the assessment results.
☐ Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	☐ Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually.
	☐ Share community-level evaluation results after readministration of the *Communities That Care Youth Survey.*

Notes